

DOCUMENT RESUME

ED 357 280

CE 063 749

TITLE Family Involvement in Career Development. A Bibliography.

INSTITUTION Florida State Univ., Tallahassee. Center for Instructional Development and Services.

SPONS AGENCY Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

PUB DATE Mar 90

NOTE 34p.

AVAILABLE FROM Division of Vocational, Adult, and Community Education, Bureau of Career Development and Educational Improvement, Florida Education Center, Tallahassee, FL 32399-0400 (order no. CE 227 BK 90).

PUB TYPE Guides - Non-Classroom Use (055) -- Reference Materials - Bibliographies (131)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.

DESCRIPTORS Annotated Bibliographies; Career Awareness; Career Counseling; *Career Development; *Career Education; Career Exploration; Career Guidance; Career Planning; Decision Making; *Family Involvement; Family Role; *Parent Participation; *Parent Role; Secondary Education; Vocational Education

ABSTRACT

This bibliography draws together the best sources of information currently available concerning the parental role in children's career development and family involvement in career development programs in the schools. Twenty-nine citations from ERIC and other databases include administrative materials, information analyses, journal articles, opinion papers, and research reports. Two articles, representative of current wisdom in the field, are reprinted: "Helping Parents Understand Career Education" (Kenneth Hoyt) and "The Role of the Parents in Career Education" (Patti Meekison). Each entry in the annotated bibliography has these components: title, date, author, developer, availability, annotation, and format. (YLB)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED 357 280

Family Involvement in Career Development

A Bibliography

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- ☒ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL IN MICROFICHE ONLY
HAS BEEN GRANTED BY

C. Anderson

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."



Florida Educational Information Service
Center for Instructional Development and Services

BEST COPY AVAILABLE

CE 063 749

Sponsored and published by

Florida Department of Education
Betty Castor, Commissioner

Produced by

Center for Instructional Development and Services
Florida State University

For additional copies, contact

Dissemination and Diffusion Section
Bureau of Research, Dissemination, and Evaluation
Division of Vocational, Adult, and Community Education
Department of Education
Florida Education Center
Tallahassee, Florida 32399
(904) 488-0405

Family Involvement in Career Development

A Bibliography

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

Division of Vocational, Adult, and Community Education

March 1990

The Division of Vocational, Adult, and Community Education expresses appreciation to each of the following:

Project Coordinator

Rebecca Augustyniak
Center for Instructional Development and Services
Florida State University
Tallahassee

Project Manager

Carol Henderson
Center for Instructional Development and Services
Florida State University
Tallahassee

Subject-Matter Expert

Robin Rudicell
Division of Vocational, Adult, and Community Education
Bureau of Career Development
Florida Department of Education
Tallahassee

Editor

Frances R. Brock
Center for Instructional Development and Services
Florida State University
Tallahassee

Designer

Robert Celander
Center for Instructional Development and Services
Florida State University
Tallahassee

©State of Florida, Department of State, 1990

Authorization for reproduction is hereby granted to the State System of Public Education as defined in 228.041(1), Florida Statutes. No authorization is granted for distribution or reproduction outside the State System of Public Education without prior approval in writing.

Contents

Introduction	v
Articles	1
"Helping Parents Understand Career Education"	
—Kenneth B. Hoyt	3
"The Role of the Parents in Career Education"	
—Patti Meekison	13
Annotated Bibliography	19

Introduction

Scholars and professionals in education widely recognize the importance of career development—including career guidance, counseling, and education—to all students, whether entering occupations upon graduation or going on to further schooling. As Florida's *Blueprint for Career Preparation* (1989), developed by the state Department of Education, points out, it is important that schools integrate academic and vocational education, both essential to career development. Equally essential is the involvement and influence of parents in their child's career preparation.

Meekison (1982) points out that career development occurs as a natural part of a child's general development. Thus, just as parents exert a strong influence on a child's general growth, they also have enormous potential as leaders and role models for their child's career choices and preparation. Educators are now realizing that an expanded degree of parental involvement in career preparation, including vocational education and career guidance, can lead to a substantially improved program of career development for all children (Kahn, 1979).

The first involvement of parents is likely to occur in the area of career guidance (Kahn, 1979). Parents should talk with their children concerning their career goals, trends and changes in specific occupations, and the connection between school subjects and career needs (Kahn, 1979). Most scholars agree that a child's career development consists of three broad stages:

- awareness and orientation, from preschool through fifth grade
- exploration, from grades six through eight
- preparation, from grades nine through twelve (Meekison, 1982)

Because parents are their children's first choice as sources for advice and counseling in decision making (Meekison, 1982), their potential for positively influencing their children's attitudes and decisions at every stage of the development process is enormous. Parents can help children discern the relationship between their aptitudes and the characteristics of various occupations, help them understand the relevance of school work to career needs (Meekison, 1982), as well as offer general support and respect for each child's decisions.

This potential for influence has a practical application in parental involvement in school career-guidance programs. Career-guidance personnel can capitalize on the parental role of career-guidance facilitator. Specific activities that career-guidance staff might institute include developing lists of parents available and willing to be guest speakers, setting up visits to parents' work sites, and establishing career centers staffed full-time by parent volunteers—to serve as extensions of the guidance counselors' work (Kahn, 1979).

This bibliography attempts to draw together the best sources of information currently available concerning (1) the parental role in children's career development and (2) family involvement in career-development programs in the schools. Thus, it is intended to be selective rather than comprehensive.

Citations in the bibliography include administrative materials, information analyses, journal articles, opinion papers, and research reports. Materials included in the bibliography were located through Florida Educational Information Service (FEIS). FEIS conducted (1) searches of computerized retrieval systems (specifically, the ERIC [Educational Resources Information Center] data base on DIALOG) and (2) a manual search for relevant sources that might not have been systematically catalogued but that are available from the fifty states and from professional and labor organizations. Two articles were selected for reprint here as representative of current wisdom in the field.

FEIS is sponsored by the Florida Department of Education, Division of Vocational, Adult, and Community Education, and is located in the Center for Instructional Development and Services, Florida State University.

For additional search information, contact Florida Educational Information Service, Center for Instructional Development and Services, 2003 Apalachee Parkway, Suite 301, Tallahassee, FL 32301-4829, (800) 428-1194.

Microfiche copies of ERIC documents are available through FEIS. To order these microfiche documents, use the order number found in the "Availability" field of the bibliographic entries. Microfiche documents may be ordered at a cost of \$.60 per sheet. Each sheet contains up to ninety-six pages of printed copy.

BEST COPY AVAILABLE

REFERENCES

- Blueprint for Career Preparation*. (1989). Tallahassee, FL. Florida Department of Education.
- Kahn, Ann P. (1979). Parents: Use them or lose them. *VocEd*. 54(7), 28-30.
- Meekison, Patti. (1982). The role of the parents in career education. *Education Canada*. 22(3), 30-5.

Articles

Hoyt, Kenneth B. (1984). Helping parents understand career education. *Journal of Career Education*, 10(4), 216-24.

Explains why career education is needed, how it is being implemented, and the extent to which it has produced evidence of its worth.

Meekison, Patti. (1982). The role of the parents in career education. *Education Canada*, 22(3), 30-5.

Describes three broad stages of career development and explains how parents can help their children make appropriate career decisions by giving them encouragement and support throughout each stage.

Helping Parents Understand Career Education

Kenneth B. Hoyt

The question "What career will my child follow?" is one most parents begin asking before their child enters school. This question reflects a common parental hope that each of their children will grow up to become a happy, self-sufficient adult who makes positive contributions to society. This hope is one that parents share with society in general and with the education system in particular. We also share a common hope that our children will have maximum freedom to choose the career each will follow.

The increasing complexity of society--including the occupational society--makes it more and more difficult for such hopes to be realized. It does not, however, make them any less important as goals we all should hold. Instead, it simply means that we must try harder to find and use effective procedures for reaching these goals. New and better strategies are needed. The career education movement is one strategy available for use. The basic purposes of this article are: (1) to provide parents with a basic understanding of career education; and (2) to encourage parents to become active partners with the education system and the broader community in providing career education to their children.

To achieve these purposes, this article seeks to answer the following questions: Why is career education needed?, How does career education operate?, What proof do we have that career education is effective?, and What is the parent's role in career education? Only brief summary answers to each question can be presented here.

Kenneth B. Hoyt is Distinguished Visiting Scholar, Embry-Riddle Aeronautical University, Bunnell, Florida.

WHY IS CAREER EDUCATION NEEDED?

Three basic reasons combine to answer this question. First, there exists a great and growing need to restore the positive meanings of the four letter word "work" in American society. If productivity is to become a priority for America--and many of us believe it must--then this need must be met. Career education seeks to contribute here through helping the individual answer the basic question "Why should I work?" Some will answer this question by saying they owe it to America to work, that it is only through the work of its citizens that America can remain strong. Others will say they owe it to God to work, that each of us was put on Earth charged with a responsibility for making the world a better place before we die. Still others will say we owe it to our parents to work, so that our parents can be proud of us and our accomplishments. Hopefully, all persons will recognize that they owe it to themselves to work--that work is the clearest and most direct way we have for discovering both who we are and why we exist. Whatever reason or combination of reasons is chosen by the individual, hopefully all will acknowledge the human need of all human beings to work--i.e., to do, to achieve, to become someone through doing something. Career education exists, in part, because of the need to help all persons want to work. Let there be no doubt about this.

Second, there exists a great need to equip today's youth with a set of general employability/adaptability/promotability skills that enables them to cope with the certainty of uncertainty brought about by the rapidity of changes in occupations. We need to prepare today's youth for a world of occupations quite different from that existing today. Many occupations that will be available for them to choose as adults have yet to be invented. What we know for sure is that there exists a number of general employability skills certain to be useful no matter how much the occupational society changes. These skills include: (1) basic academic skills; (2) good work habits; (3) a desire to work; (4) basic economic understandings; (5) self-understanding and understanding of educational/occupational opportunities; (6) career decision-making skills; (7) job seeking/finding/getting/holding skills; (8) skills in making productive use of leisure time through unpaid work; (9) skills in overcoming bias and stereotyping; and (10) skills in humanizing the workplace for oneself. These skills will be needed by the college graduate, by the high school dropout, and by all others as well. It is these skills that are imparted to youth through a comprehensive career education effort.

Third, there exists a great need, throughout the education system, to help youth understand and appreciate relationships between their school subjects and the requirements of the occupational society. The "world of schooling" and the "world of occupations" have, far too long, been two completely different "worlds" for too many students. Is it any wonder why so many have experienced so much difficulty making the transition from one "world" to the other? Career education is aimed at showing both students and teachers relationships between these two "worlds" as one means of motivating students to learn and motivating teachers to teach.

HOW DOES CAREER EDUCATION OPERATE?

To answer this question, the following basic understandings are essential. First, we do not seek to add new courses called "career education" to our already overcrowded curriculum. Rather, we seek to encourage all classroom teachers in the entire K-12 system to weave the teaching of career education concepts and skills into existing subjects. This strategy was chosen, in part, because it results in motivating students who can see relationships between what they are studying and the world of occupations to learn more of the subject matter--i.e., it gives them a reason for learning the subject matter. In part, we chose this approach because career development, like most other phases of human development, is a longitudinal process which, if it is to be effective, must begin no later than kindergarten and continue through the entire education system. Career choices develop--they don't simply occur at one given point in time. In part, this approach was chosen because of a desire to make the child's teachers a positive influence in his/her career development, as well as other aspects of development. We call this approach "infusion."

Second, career education operates as a total community effort--not simply as an effort of the education system alone. Educators do not possess all of the skills, expertise, or resources needed to equip today's youth with the general employability skills of career education. Such skills, expertise, and resources are however, found in many other parts of the broader community--including business/labor/industry organizations, community service organizations, community youth organizations, and the home/family structure. Community coalition efforts are essential if today's youth are to acquire the general employability skills all of them need. Shared authority, responsibility, and accountability are essential. Career education operates under a basic assumption that it is much more important that our youth receive the maximum possible amount of help than it is in determining exactly who receives credit for providing that help.

Third, career education operates as an educational change effort aimed at increasing educational productivity without greatly increasing the dollar costs of education. There is no reasonable way we can expect youth to become productive workers in the occupational society if they are unproductive in the education system that prepares them. For example, youth who have practiced bad work habits in school do not typically suddenly develop good work habits when employed in some occupation. Career education operates as a "people change" rather than as a "program add-on" approach to educational reform. By changing both the attitudes and actions of teachers and students in ways that emphasize education/work relationships, we can increase educational efficiency and the cost effectiveness of the education system. America's education system needs to give the taxpayers a "bigger bang for the buck." By combining an infusion approach within the education system with community coalition efforts, career education can help produce this kind of result.

WHAT PROOF DO WE HAVE THAT CAREER EDUCATION WORKS?

No movement can exist long on good intentions. If it is to generate wide support, it must produce evidence of its effectiveness. The career

education movement, born about 12 years ago, has much yet to prove. Still, some evidence of its worth have been accumulated that need to be summarized here. Justification for statements made here are found in the article by Hoyt and High, referenced at the end of this paper.

First, career education has been well accepted by students, parents, and educators. It has been endorsed by 32 national organizations/associations in education. A nation-wide sampling of superintendents and school board members found career education rated as the single topic introduced during the 1970s "most deserving" of more attention and support. Approximately 3,000 of our nation's 16,000+ K-12 school districts have begun some kind of career education effort--and about 2,000 are estimated to be now conducting fairly comprehensive career education efforts. A total of 21 states have enacted some form of career education legislation during the last 10 years. It is apparently an idea that has made good sense both to educators and to educational decision-makers.

Second, a good beginning has been made in developing community coalition career education efforts. A total of 16 national community organizations have developed "master plans" for career education coalition efforts with state coordinators of career education. These "master plans" are now being implemented in more than 25 states and in several hundred local communities throughout the nation. At the local level, a great many other additional community organizations have become involved in career education coalition efforts. The 16 national community organizations now involved in career education include: (1) AFL/CIO; (2) Chamber of Commerce; (3) American Legion/Auxiliary; (4) Association of Junior Leagues; (5) Rotary, International; (6) Women's American ORT; (7) Girl Scouts of the U.S.A.; (8) Boy Scouts of America; (9) 4-H; (10) National Retired Teachers Association/American Association of Retired Persons; (11) National Association for Industry-Education Cooperation; (12) National Institute for Work and Learning; (13) National Alliance of Business; (14) National School Volunteer Program; (15) National Center for Service-Learning; and (16) Junior Achievement, Incorporated. The community coalition effort, while obviously far from complete, is demonstrably well underway at the present time.

Third, of the 10 general employability skills career education seeks to provide youth, strong evidence now exists that career education can provide pupils with: (1) basic economic understandings; (2) skills in self-understanding, understanding educational/occupational opportunities; and (3) skills in overcoming bias and stereotyping. Evidence is promising, but not yet totally conclusive, that career education can provide pupils with: (1) increases in basic academic skills; (2) a desire to work; (3) career decision-making skills; and (4) job-seeking/finding/getting/holding skills. That is, we know career education can produce these results, but it doesn't always do so. There is no evidence that career education has any negative effects on development of any of these employability skills.

Cost estimates for delivering comprehensive career education efforts range from about one dollar to fifteen dollars per pupil with the median cost being around eight dollars per pupil. Given the very short time

BEST COPY AVAILABLE

14

career education has operated and the kinds of profit it has been able to generate in this short period of time, there is reason to believe career education is a good investment.

THE PARENTS' ROLE IN CAREER EDUCATION

We know that: (1) parents influence the value systems of their children, including their work values--more than do educators; (2) children visit with their parents concerning career choices more frequently than they visit with their teachers or counselors; and (3) parents are key determiners in most communities of educational policies and programs. Even more important, we know that a maximally effective career education effort demands that parents play an active role in imparting career education concepts, attitudes, and skills to their children. Here, several suggestions for parent involvement in career education will be identified and discussed briefly.

1. Picture the work you do to your children in a positive manner. All honest work, no matter how menial, is honorable and makes positive contributions to society. When children are given a positive view of the ways in which the work their parents do make the world a better place for all of us, they develop a greater respect and understanding of their parents. Moreover, they increase their knowledge and awareness of the total world of work. Too many youth today have no idea of their parents' work. Far too many hear primarily only negative things from the parents about their work. If youth are to develop positive views of work, they must hear positive things about work from their parents. Obviously, most workers encounter many negative experiences in their daily work. It would be far better for career development of children if positive, rather than negative, aspects of the parents' work are communicated to children.

2. Allow your children to experience the positive benefits to work within the home/family structure. Obviously, not nearly all work takes place in the world of paid employment. The home is, in part, a workplace too. The true meaning of the word "family" is deeply rooted in the concept of work--i.e., of family members making conscious efforts to produce benefits for other members of the family. The joy that comes when one produces some benefit for others is one that all children should be allowed to experience within the home/family structure. Do not deny your children that joy by assuming an "It's easier to do it myself" attitude about the work that must be done within the home/family structure.

3. Reward your children in positive ways when they work and practice productive work habits. The most important rewards are those of praise and recognition for work well done--not necessarily monetary rewards. Part of the parents' reward system should recognize work that is done well and completed on time according to work instructions given the children. If children are to value work and develop a desire to work, it is important that the work of children be recognized and rewarded when it occurs. If this does not happen, children may well develop negative, rather than positive, attitudes both about themselves and about their work. There is little point in the school system attempting to develop positive work

values in children if negative work values are communicated at home. Similarly, there is little point in the school system emphasizing the importance of good work habits if children are allowed to practice bad work habits at home. Parents have at least as many opportunities to develop positive work values and productive work habits in their children as does the education system. They also have multiple opportunities to undermine efforts of the education system in these important areas. It is important that positive reinforcement takes place.

4. Encourage your children to visit with parents about tentative career decisions under consideration. It is both natural and normal that children experience difficulty in making career decisions. The career development process typically finds children, in the early elementary school years, thinking about possible career choices in largely a phantasy fashion with more realistic career decisions being delayed until much later. No matter how unrealistic or unwise children's tentative career decisions appear to the parents, children can be best helped by the parents' willingness to help children think and learn about the career under consideration. Try to avoid falling into the trap of answering directly such questions as "What do you think I should be?" or "Do you think I should be this?" Instead, concentrate on helping children discover information about themselves and about the fact that children should make the final decision and the fact that the parents are willing to help the children collect the kinds of information and experiences necessary for making reasoned career decisions. It is counterproductive to express either disinterest or lack of concern for children's tentative career decisions. It is productive to discuss tentative career choices with children, even when parents are lacking essential information regarding the career under consideration. It can be very rewarding for parents and children to seek such information together. Incidentally, if the school system has a comprehensive career education effort in effect, one good resource for career information will be found in the school district's career resource center.

5. Expand your children's opportunities for career awareness and career exploration through family activities. While the quality and quantity of opportunities obviously vary tremendously from family to family, some opportunity to follow this suggestion is available to every family. For example, one could easily help children become aware of the variety of careers being followed by other adults in the immediate neighborhood. A second example can be seen in family shopping activities where, with the help of observant and concerned parents, children can be shown a wide variety of careers on almost any family shopping excursion. Similarly, family vacation trips offer multiple opportunities for consciously increasing children's career awareness without, in any way, destroying or downplaying the other more obvious benefits to be gained from the family vacation. Almost every family knows one or more other adults who could, with little persuasion on the part of parents, be available as desirable career role models for their children.

6. Help your children view work values in the perspective of other values affecting the kind of adult lifestyle they will be choosing. One of the inherent dangers in formulating a set of suggestions such as presented here is that they may give the reader an impression that work values

are of paramount importance and should be emphasized over other parts of one's total system of personal values. Nothing could be further from the truth, and parents have both responsibilities and opportunities for making this clear to their children. Obviously there is much more to the concept of "family" than those aspects dealing with work. Just so, there is obviously much more to "living" than simply "making a living." Career education simply seeks to bring a proper emphasis to preparing youth for work as a part of preparing them for life in general. Parents can be very helpful in allowing their children to view work values in the broader perspective of other lifestyle values that parents want their children to consider.

7. Agree to serve as career role models for pupils in the schools your children attend. School systems engaged in career education are always looking for adults willing to serve as career role models in classrooms. Persons serving in such capacities are asked to discuss their work with pupils, to talk about how they find school subjects useful to them in the work they do, and to answer questions pupils ask about that work. When career role models are found among parents of children in a given class, the result has, almost without exception, been positive. Other pupils develop a greater respect for the children of the parents. The children develop a greater sense of pride in themselves and in the parents. The parents discover positive aspects of their occupation that they hadn't considered before. We have seen all of these things happen. Parents can make very positive contributions to career education through agreeing to serve as career role models.

8. Encourage your children to join and participate in community youth organizations having a "careers" emphasis. School systems are far from being the only source of career education assistance for youth in most communities. Organizations such as the Girl Scouts of the U.S.A., Boy Scouts of America 4-H, and Junior Achievement, along with others, also are currently operating very effective career education efforts. In some communities, these efforts are now coordinated closely with the school districts' efforts while, in other communities, they may operate independently of the school system. In any event, organizations such as these represent bona fide and valuable opportunities for both career awareness and career exploration on the part of youth. They have earned and deserve the support of parents.

9. Participate, as volunteers, in career awareness/career exploration activities in the broader community as part of your school system's total career education effort. Youth will not learn what they need to know about the occupational society if we lock them up in a schoolroom and keep them away from that society. A great need exists to help youth find and utilize opportunities to learn about the occupational society through direct observational and work experience opportunities in that society. Because of the great diversity of career interests existing among youth, this kind of activity often must be done in a small group or even on an individual basis. Transportation becomes a problem that the school system often cannot solve by itself. Parents can help greatly by agreeing to provide transportation and serving as adult resources for students engaged in these kinds of activities.

10. Encourage your children to make productive use of leisure time through hobbies and volunteer work. Many adults--especially many of those who find entrepreneurial careers in small business--have discovered their career choices growing out of hobbies and leisure time interests. Such activities offer youth a wide variety of kinds of opportunities for discovering their own unique career interests and aptitudes. Volunteerism is a rapidly growing part of American society and is almost certain to grow still faster in the years when today's children become adults. Both constructive hobbies and volunteer work in the community afford youth multiple opportunities to experience the personal satisfactions work can provide--and so to develop more positive personal attitudes toward work. Both paid and unpaid work are important concerns of career education. Parents can make real and significant contributions to career education by encouraging their children to engage in these kinds of activities.

11. Help your children discover relationships between education and work in the homework assignments they bring home from school. Almost every parent has, on multiple occasions, heard their children make negative comments about their homework such as "I don't see why it's important for me to learn this!" On such occasions, parents can often discover career implications of the subject matter which, if discussed with the children, may motivate them to do more effective homework on class assignments. While teachers in many classrooms across the nation are attempting to motivate youth in similar ways, the parents' observations can often be expected to be even more effective than teachers' as a source of motivation for the children. Many times, the parents will find that their background of experience will lead to career implications that had not occurred to the teachers. The parents who depend completely on classroom teachers to show students all the career implications of subject matter are depriving the children of the parents' own storehouse of knowledge. Parental involvement is very much needed here.

12. Study career education efforts in the school system your children attend and become involved in decisions educators make about career education. The public schools are the public's schools. No adult in the community has a greater stake in policy and program decisions made by a given school district than do the parents of youth attending that school district. Career education is only one among many priorities school districts consider in making educational decisions. If parents feel a career education effort is needed in their school district, they should make their voices heard. Like any other educational effort, career education can be carried out in an improper fashion if operational decisions are not made in a wise and thoughtful manner. That is, any educational effort which, when properly applied, holds potential for helping youth holds equal potential, if improperly applied, for harming youth. Parents have a strong responsibility for studying and participating in their school district's career education efforts.

CONCLUDING THOUGHTS

Parents have both a right and a responsibility to be concerned about and involved in career decisions made by their children. After all, the

careers your children choose will inevitably affect many aspects of your total lifestyle, as well as that of your children. Thus, the career education movement should be of interest and concern to every parent. That is why, in this article, an attempt has been made to explain why career education is needed, how it is being implemented, the extent to which it has produced hard evidence of its worth, and--most important of all--a dozen suggestions of ways in which parents can and should become active participants in implementing career education efforts.

The career education movement offers opportunities for some of the basic kinds of educational changes badly needed at the present time. If such changes are to occur and to become effective, parents of today's school children will be active participants in the process.

There is always a temptation, when one studies the kinds of parental suggestions made in an article such as this, to name examples of parents who, because of environmental/economic/sociological/intellectual/psychological circumstances, could not possibly carry through on each suggestion named. The fact that this is so makes the suggestions themselves no less valid. Many more parents could be following them than are doing so at the present time. It is hoped that this article may stimulate some to do so.

REFERENCES

- Hoyt, K. B. Career education: Where it is and where it is going. Salt Lake City: Olympus Publishing Company, 1981.
- Hoyt, K. B. Parents and career education: Descriptions of current practices. Washington, D.C.: U.S. Government Printing Office, 1979.
- Hoyt, K. B. A primer for career education. Washington, D.C.: U.S. Government Printing Office, 1977.
- Hoyt, K. B. & High, S. C., Jr. Career education. In H. E. Mitzel (Ed.), Encyclopedia of educational research: Fifth edition. New York: Macmillan Publishing Company, 1982.

The Role of the Parents in Career Education

by Patti Meekison

How parents can help — by giving encouragement and support to their child's ability to choose a career

AS INFLATION spirals and unemployment increases, parents are becoming more and more concerned about their ability to help their children make effective career decisions. In addition to the uncertainties of the economy and the job market, a young person can no longer expect to spend his lifetime in the same job, or even in the same occupation. Studies show us that people in high school today will probably have five or six different jobs in as many as two or three occupations during their lifetimes. Nor can young women today assume that plans for marriage make career planning unnecessary. In 1979 in Canada, women represented 38.8% of the employed labour force and 60.4% of those women were married.¹

Studies have also shown that it is to their parents that children turn first for advice and counsel when planning and decision-making are necessary. What, then, is the role that parents can and should play in their children's career development?

1. Canada, Labour Canada, *Women in the Labour Force 1978 - 1979: Part I Participation* (Ottawa: Labour Canada, 1980).

Career development refers to "the lifelong process of developing work values, crystallizing a vocational identity, learning about opportunities and trying out plans in part-time, recreational and full-time work situations."²

Career planning is the continuous, lifelong process of preparing to make not one but hundreds of work-related decisions. Most people working in career development would agree upon the following general statements, which apply to adults and children alike.

- A career is the sum total of a person's work-related experience, including both paid and unpaid labour.
- A person's lifestyle is largely determined by his career.
- Self-knowledge and knowledge of occupational options as well as the individual's decision-making process influence the course of a career.
- Career development is one aspect of a person's ongoing total development. The rate of development varies with the person, the environment, and the influence of significant other people.

2. E. L. Tolbert, *Counselling for Career Development* (Boston: Houghton Mifflin, 1980), p. 31.

- A child's early experiences with success and failure can have a profound effect on motivation and the choice and development of his or her career.

- Not only interests and abilities should be examined in career planning but values, needs, and feelings must also be considered. "Intuition" should not be the sole source of direction, but neither should it be ignored.

- Careers evolve as the results of many decisions made throughout a person's life.

- Career decision-making is a process of compromise.

- A positive concept of self helps an individual to function successfully at work and in daily living.

- Work experience facilitates career decision-making.

- Work experience is gained at home, school, and at the workplace.

- Individuals may be suited to several different occupations.

- Accidental events may affect a person's career development.

- Changes and conditions in the world affect occupations.

- An individual's needs, interests, values, and skills change as he or she goes through life.

Because planning and choosing a career is a developmental process, the role of the parent is important from the child's babyhood onward. It is a role that is performed daily through attitudes to play, work, leisure, and through something as casual as conversation around the dinner table.

The child's career development will occur as part of his or her general development — as he or she grows physically, intellectually, emotionally, socially, and spiritually. Just as theorists have described stages in a child's physical or cognitive development, so they have for a child's career development. Although the stages may be arranged and labelled by different theorists in different ways, most theories divide the child's career development into the following broad stages: Awareness and orientation: pre-school to grade 6;

Exploration: grades 7 to 9; and Preparation: grades 10 to 12.

Awareness and orientation: pre-school to grade 6

The years children spend in pre-school and elementary school are years of growing awareness of the world. Horizons are expanding from the circle of their families to school, and to activities beyond the school. During these years children gain their first awareness of the world of work and of the roles various familiar people play in that world. It is from those people close to them that they form their first opinions. They begin to see how occupations relate to a worker's personal characteristics and level of education.

This stage is one of fantasy and imagination where children feel they can do whatever they want to do. Role-playing is the primary activity as the child tests out his possible participation in an increasing number of occupations. Ask small children what they'd like to be when they grow up and they'll not only tell you, they'll show you! Parental encouragement of such role-playing and exploration is not only reassuring to the child but may lead to closer bonds of affection. If the parent respects and delights in the child's dreams and supports the child in his or her role (whether it be baker, ambulance driver or astronaut) the child will be encouraged to continue role-playing exploration. Access to books, toys, games, and activities that reflect their interests are another indication of parental support.

Parents should also ask children what it is about the occupation they are playing that most interests them. Sometimes the answers would surprise even the most perceptive parent. Nursery and elementary school field trips to different places of work add to the child's awareness of different kinds of work and his or her possible relation to it. Parents may further this awareness through their own excursions to nearby places of interest (sports events, zoos, museums, fairs, etc.) and to their own workplaces. A morning

or afternoon spent at a parent's office, shop, or worksite will certainly increase the child's knowledge of the parent's worklife.

In early school years children form perceptions about men's and women's "roles" in society. Parents can prepare the child by reducing sex stereotyping in the home. They may talk about changing roles of men and women in society, show them men and women in non-traditional roles, and rotate household chores and responsibilities among all family members.

The formation of attitudes toward work and the development of work habits begin at a young age. By their own behaviour, parents may or may not give their children the message that work can be rewarding, interesting and challenging; and that neatness, punctuality, responsibility, and the ability to work well with others are to be strived for. Sometimes awareness of the message they are conveying to their children encourages parents to become better career models.

Decision-making is a critical factor in everyone's career planning and parents can help their children develop decision-making skills at an early age. Even small children can be encouraged to make choices appropriate to their ages. Parental encouragement and a sense of humour (because some of the children's choices are not going to be what their parents would choose) are helpful. The parents can help children gather information on which to base their decision, but wherever possible and appropriate, the decision should be the children's own.

In the latter years of elementary school, children become more definite about what interests them and they will often streamline their own goals and activities according to what they *like* to do. From this stage on, interest becomes one of the major determinants, not only to career choice, but to most other aspects of the child's life. A child's interests are naturally influenced by those closest, but school or outside activities, particularly sports

activities, can differ markedly from the family's.

If the parents can recognize and encourage a child's interests and introduce the child to new experiences and pastimes, they will be doing the child a great service, for with each new skill learned, the child's aspirations increase and the ability to judge his or her own capacity grows. Experiences and successes build upon each other to give a child a base of knowledge upon which to make future decisions.

In these elementary school years, the parent's role in developing the child's self-esteem becomes increasingly important. The parent can greatly influence the child's ability to deal with both success and failure and can also affect the child's motivation. If children receive respect for their hopes and dreams, encouragement to keep trying, empathy when they must tackle a job alone, trust that they will do their best, acceptance when they're being taught the realities of life as well as a fair dose of success, they will be well on their way to developing a positive self-concept. Success can become habitual and early success can provide a child with strong motivation.

Exploration: grades 7 to 9

The junior high school years coincide with the beginning of adolescence. These years are notable for being the time when most children test their independence and individuality, sometimes causing a strain on family relationships.

By the time pupils enter grade 7 they are all usually aware, if asked, of those activities both in and outside of school which most interest them, but it is during the next two or three years that they will gradually begin to consider not only what their interests are but also what they are good at — their aptitudes. As they think of occupations, they will now consider training requirements and may begin to weigh their capabilities as they relate to jobs considered. Adults often find that their family and friends are particularly useful in helping them pinpoint

their aptitudes and skills. So, too, do children. Parents can do much to expand a child's self-knowledge by relating aptitudes demonstrated in school and extra-curricular activities to characteristics of various occupations.

The perceived relevance of school subjects to various occupations becomes more important to the child in junior high school, and both parents and teachers can do much to increase the child's awareness of their interconnection. Often their interconnection is a factor in motivating the child to continue in school.

During these years, talking to people in fields that interest them can be particularly useful to the pupils. But parents are only too aware of the reticence most children at this age feel about calling up a relative, neighbour, or friend to talk about his or her job. Parents can pave the way for such interviews by informing the adult of the child's interest and encouraging the child to contact the adult. Sometimes two children may feel more comfortable visiting an adult at the same time or the parents can steer the conversation to careers at some time when the adult and child are together. Most adults are delighted to tell interested students about their jobs. As children grow older and begin active career exploration, they usually find it becomes easier to contact people in different occupations for information.

There are several useful books that contain the kinds of questions the child should be encouraged to ask. One is *Careers: A Guide for Parents and Counsellors* by Darryl Laramore. He suggests questions on the following broad topics: ambitions, hobbies, lifestyle, satisfactions, earnings and other.³

Throughout junior high school, it is important that children be encouraged to continue making decisions appropriate to their age. These are the years when career-related decisions become more frequent and, although their effects are rare-

ly lasting, some do influence future options. Students must decide what courses to take and, usually, before they enter high school, whether or not to work part-time and, if so, at what. Parents can play a significant role in these decisions by thoroughly discussing all the possible alternatives the child may have and the results expected of each choice. The setting of goals becomes important here — as it continues to be in adulthood.

When a child first works (either as a volunteer or for pay), the parent can be influential in guiding the child toward the development and practice of behaviour appropriate to the work situation. Often community-run training programs for students can assist them, not only in job training but also in understanding employers' expectations. Babysitting courses are one example. Parents can also help prepare a child for work and can give the child additional confidence by being available to give advice, if needed, until the child is feeling more secure about the responsibilities involved.

Along with adolescence comes a new awareness of values. What jobs does one feel are worth doing? What are one's basic goals in life? security? fulfilment? independence? friends? responsibility? fame? How do goals relate to the values of society? These questions are considered more carefully as the child progresses through high school and makes more career-related decisions, but it is during junior high school that they will usually first hypothesize about their own and society's values. Parents should encourage this investigation without feeling threatened for knowledge of one's value system is an integral ingredient to effective career planning.

Parents who have earlier encouraged their children's interests through books, games, activities, and toys can now, when the children are in junior high school, expand these to include trade or interest journals and magazines. The chance to explore all areas of interest is particularly important at this age even though investigation may include some

3. Darryl Laramore, *Careers: A Guide for Parents and Counsellors* (Provo, Utah: Brigham Young University Press, 1978), pp. 31-32.

occupations that the parents feels are unsuitable. The parent can encourage their children to join in school clubs and activities to expand their interests. Youngsters should investigate many avenues before they branch off on a more specialized path. Once again, respect for children and support for their aspirations are critical to their motivation and self-esteem.

Preparation: grades 10 - 12

The high school years are "testing" years for most children — when they test their value system; test their judgement about their aptitudes through school and work; test their ability to search out, apply for, gain and hold a job; test their capacity to cope with both job and school; and test their ability to work outside the support system of neighbours and friends.

By the time they near the end of high school they know they must set some major goals about the direction they want to take. They may be considering work, study, training, or travel. Their ability to make good decisions at that time will have been influenced by choices they made throughout high school.

During high school, the students will probably work in the summer and may hold one or more part-time jobs at different times during the school year. Through these jobs they will learn more about themselves and, of course, something about the work involved. These are years when parents who communicate well with their children can suggest ways to investigate part-time jobs, factors about the jobs to consider, where information may be and also ways to succeed at obtaining a job.

Parents should encourage their children to keep a job file which includes a record of all jobs (both paid and volunteer) held with dates employed, letters of recommendation from every employer or supervisor who will provide one, a listing of talents, and a record of all school and extra-curricular honours and awards. This list of credentials is the core of information a student will need for all

resumes and application forms. *The Job Seekers Handbook*, produced by Alberta Advanced Education and Manpower, is a useful source of information for students and adults alike.⁴

Parents should encourage students to use their school and work experiences to learn which aspects of each occupation they like and dislike; which aspects are interesting or dull; which they are good or not good at. Their jobs and school subjects should be looked upon as providing information on which to build future career decisions. Work experience and work exploration programs in school can provide students with additional information about various occupations.

During high school, students may use jobs or leisure activities to increase their skills. For this reason, jobs should be sought with planning and forethought. Parents can encourage their children to seek out work that will give them the information and experience they need to make future decisions and an opportunity to test the depth of their interest. They should be encouraged to broaden the scope of their work experience with each new job held.

During high school when students are embarking on an investigation of career options, the parent can play an invaluable role in supporting this investigation. The student may be doing research by reading professional and trade journals, the business or economic section of weekly magazines and newspapers and, of course, the daily paper. Occupational information of one sort or another is given in almost every article written. Parents can assist their children by saving articles of interest and encouraging their children to read and interview people when they need additional information. At this point, the parent's contact with the school counsellor can be very useful. Both counsellors and librarians

⁴ Available free to Alberta residents from the Career Services Branch, Alberta Advanced Education and Manpower, 5th Floor East, 11160 Jasper Ave., Edmonton, Alberta T5K 0H1; outside Alberta, from the University of College Placement Association, 10th Floor, 43 Eglinton Ave. East, Toronto, Ontario M4P 1A2.

can provide parents and children with listings of pertinent printed resources. When investigating work, study, or training options, parents can assist the student by, once again, looking at all possibilities and encouraging the child to decide on a plan of action after as much careful investigation and reflection as possible.

Because people change and grow and because the world around us changes, an individual's career is in a constant process of growth and adaptation. For this reason career planning becomes a process that continues throughout a person's life. Nobody can predict the future, but with planning and forethought, the influence of change in career development can be greatly reduced. For children, parental support for and understanding of their career aspirations, not just during school but throughout life, is a gift beyond price. ☐

Patti Meekison is a career resources consultant with the Career Services Branch, Alberta Department of Advanced Education and Manpower in Edmonton.

The title of the Career Services Branch has been changed. For further information or a free copy of their publications catalogue, including purchasing information for *Kids and Careers: A Parents Guide to Career Planning* by the author of this article, please contact them at:

Career Programs and Resources

Alberta Career Development
and Employment
9th Floor, CityCentre
10155-102 Street
Edmonton, Alberta T5J 4L5
Canada

Notes for reading an entry. The records listed in this bibliography have been selected and reproduced as written by data base developers. No further editing of the texts was done.

Microfiche copies of ERIC documents are available through FEIS. To order these microfiche documents, use the order number found in the "Availability" field of certain entries. Microfiche documents may be ordered at a cost of 60 cents per sheet. Each sheet contains up to ninety-six pages of printed copy.

- TITLE** "Breaking the Language Barrier: Parents as Teachers."
- AUTHOR** Gormley, Ellen
- JOURNAL** *Momentum*, v14 n1 p32-34 Feb 1983
- ANNOTATION** Describes the Home and School Institute's program, "Job Success Begins at Home," a bilingual, audiovisual/print program for junior high school students and their parents, which involves home learning activities focusing on pre-job skills, making free time pay off, making the most of oneself, and on-the-job thinking, attitudes, and behavior (DMM)
- TITLE** "Bringing Parents Back In."
- AUTHOR** Otto, Luther B
- JOURNAL** *Journal of Career Education*, v10 n4 p255-65 Jun 1984
- ANNOTATION** Suggests that career counseling requires expansion of the traditional content it offers; provides a rationale for directly involving parents in the career advisory role, and describes a program that has effectively worked through parents in providing career planning services (JOW)
- TITLE** "Career Development of Disabled Youth: The Parents' Role."
- AUTHOR** Izzo, Margaretha Vreeburg
- JOURNAL** *Journal of Career Development*, v13 n4 p47-55 Sum 1987
- ANNOTATION** Discusses barriers to successful school-to-work transitions for youth with disabilities. Advocates parental involvement in the transition process. Suggests how agencies can involve parents (CH)
- TITLE** **Career Education for the Handicapped Parents' Changing Roles and Responsibilities.**
- DATE** 80
- AUTHOR** Vasa, Stanley F. And Others
- AVAILABILITY** For a microfiche copy of this document, order ED188396 from FEIS
- ANNOTATION** The importance of parent involvement in the career education of their handicapped children is the focus of the paper. Parent participation is necessary both because it has been mandated by law and because parents have an influence on their children and provide a valuable resource in career education. Alternative delivery systems, such as newsletters and teacher home visitations should be considered. Parents may be reluctant to become involved due to negative previous experiences with schools and school personnel or because they have found it difficult to articulate their concerns. Teachers need to display interest, acceptance, and empathy as well as honesty, objectivity, and dependability. Effective interaction needs to be established through such techniques as careful planning of conferences, and teachers must be prepared to recruit parent involvement and establish an ongoing communication system with parents (PHR)
- FORMAT** Conference Paper 15p
- TITLE** **Career Education Implementation Mode for the Community. Bulletin 1980, No. 39.**
- DATE** 80
- DEVELOPER** Office of Education (DHEW), Washington, DC
- AVAILABILITY** For a microfiche copy of this document, order ED219562 from FEIS
- ANNOTATION** Developed for members of the community, this implementation mode is intended to be a stimulus to assist educators with the infusion of career education activities and goals into classroom subject areas. Uses for the booklet are suggested. It begins with a matrix showing the goals of career education. An explanation follows of the seven goals (self-awareness, educational awareness, career awareness, economic awareness, decision making, skills and competencies, and attitudes and appreciations), objectives, and expected outcomes. A discussion and checklist regarding the involvement of the business-labor-industry community in career education are provided. The next section focuses on involving the home and family structure, and contains a guide with practical, career-related activities for parents to use with their children. The activities are grouped by the seven goals of career education and indicate suggested age/grade levels. A reference list is also provided. The booklet ends with a checklist for the home and family to evaluate involvement in a child's career development. (YLB)
- FORMAT** Guide, Project Description, 34p
- TITLE** **Continuation of a Project Supporting Home-Based Career Education at the Preschool Level. Final Report.**
- DATE** 79
- DEVELOPER** Office of Career Education (DHEW/OE), Washington, DC
- AVAILABILITY** For a microfiche copy of this document, order ED183803 from FEIS
- ANNOTATION** In phase 2 of a cooperative venture with the Salt Lake City School District, Olympus Research Center demonstrated and disseminated a system of materials developed in phase 1 to extend career education for preschool children to the home (See ED 164 922 for the final report.) The materials included a book, films, and filmstrips with audio cassettes. The guiding concept was that parents should be trained to provide positive career education support experiences to their children in the home. The demonstration involved training teachers to train sixty-seven volunteer parents. Participants were representative of all ethnic groups in the area, handicapped and non-handicapped individuals, and an approximately equal ratio of males and females. The evaluation included pre- and post-testing of parents and some follow-up visits by an outside evaluator and teacher debriefings. The pre- and post-test factor analysis indicated that program participants were more likely to take definite positions on issues, hold like opinions, define career education more inclusively, develop more conceptual categories concerning career education, and integrate career education and life experience. The project appeared to have been successful in training the parent to be an extension of the educational system. (The career education opinion survey is appended.) (YLB)
- FORMAT** Project Description, Research Report 28p
- TITLE** **"Focus on Career Search: A Program for High School Students and Their Parents."**
- AUTHOR** Castricone, Anna M. And Others
- JOURNAL** *School Counselor*, v29 n5 p411-14 May 1982
- ANNOTATION** Describes the Focus of Career Search Program, a day-long program designed to help meet students' career needs. Activities include testing of interests, values and aptitude, and helping students and parents become knowledgeable about the key elements in a career search. Educational alternatives are explored (JAC)

TITLE: "Helping Parents Understand Career Education."
AUTHOR: Hoyt, Kenneth B.
JOURNAL: *Journal of Career Education*; v10 n4 p216-24 Jun 1984.

ANNOTATION: Explains why career education is needed, how it is being implemented, and the extent to which it has produced evidence of its worth. Suggests ways in which parents can become involved. (JOW).

TITLE: **An Introduction to Career Education at the Elementary Level: With Parent, School and Community Involvement.**

DATE: 82.

AUTHOR: Ellington, Carol; Winkoff, Leslie

AVAILABILITY: For a microfiche copy of this document, order ED218890 from FEIS.

ANNOTATION: Career education, viewed as a comprehensive educational program focusing on skill development in vocational, leisure, and personal tasks, should begin with handicapped students at the elementary level. Elements of such a program include awareness of self, career, economics, decision-making skills, and employability skills. Career education should begin with a cooperative home/school effort, in which the schools provide career guidance and counseling. Parents may avail themselves of resources outside the school to aid in their child's career development. (CL).

FORMAT: Conference Paper, 9p.

TITLE: "It's Never Too Early: A Career/College Guide for Students and Parents."

AUTHOR: Betterman, Leslie Sue.

JOURNAL: *Journal of Career Education*; v10 n4 p234-240 Jun 1984.

ANNOTATION: Gives step-by-step procedures for planning for career and college from grades 8 through 12. Includes recommendations for parents and students and stresses the importance of planning ahead. (JOW).

TITLE: **Looking into Future Experience. An Early Career Awareness Program.**

DATE: 83.

AUTHOR: Smith, Jacqueline; And Others.

DEVELOPER: Women's Educational Equity Act Program, Washington, DC.

AVAILABILITY: For a microfiche copy of this document, order ED239040 from FEIS.

ANNOTATION: This manual consists of guidelines, resources, and instructional materials for use in developing and implementing an early career-awareness program for kindergarten through sixth-grade students. The guide, which is based on an early career-awareness program that was implemented at Nantucket Elementary School in Massachusetts, deals with the following topics: looking into student activities (introducing the world of work, using the self-directed search, using drama to foster self-awareness, and organizing a career day); looking into teacher involvement (introducing teachers to career awareness, conducting a career-awareness workshop, sample lesson plans, and career games); and looking into parent participation (parent involvement and programs for parents). Appended to the manual are an annotated bibliography and a series of songs and skits for use in a self-directed career search. (MN).

FORMAT: Program Manual, 140p.

TITLE: "Parental Influence on Young People's Career Development."

AUTHOR: Otto, Luther B.; Call, Vaughn R. A.

JOURNAL: *Journal of Career Development*; v12 n1 p65-69 Sep 1985.

ANNOTATION: Describes theory and research on parental influence on young people's career development and highlights an important implication of this relationship for career counseling. The authors discuss a seminar that helps parents help their children choose careers. (CT).

TITLE: **Parental Involvement Component. Ysleta Equity Seekers (YES) Program.**

DATE: 82.

AUTHOR: Ross, Eva.

DEVELOPER: Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

AVAILABILITY: For a microfiche copy of this document, order ED234199 from FEIS.

ANNOTATION: Designed for use by vocational counselors with parents of junior high students, this handbook includes activities written in English and Spanish covering parental influence in vocational choices. The first of three sections discusses increasing parental involvement in vocational education. Section II begins with advice for implementation of such a program for Mexican American parents to make them aware of factual information regarding women and work, realistic career choices for their children, their own child-rearing practices, and ways to reinforce their children's nonstereotypic activities. Parent recruitment and implementation steps are discussed. Materials written in English and Spanish are then provided for six 2-hour sessions. For each session some or all of the following are included: an agenda; a trainer's copy of the session agenda listing goals, purposes, activities, and materials; participant handouts, transparency masters; a trainer instruction sheet for each activity (purpose, group size, time required, materials, room arrangement, procedure); and an evaluation form. Session topics are orientation, child-rearing practices, the world of work, focus on the parents, focus on the child, and evaluation. The section concludes with program evaluation forms and an annotated listing of recommended audiovisual aids. Section III is a glossary written in English and Spanish. (YLB).

FORMAT: Teaching Guide, 259p.

TITLE: "Parental Power as a Potential Influence on Girls' Career Choice."

AUTHOR: Lavine, Linda O.

JOURNAL: *Child Development*; v53 n3 p658-63 Jun 1982.

ANNOTATION: Children 7 through 11 years of age were interviewed to determine their career preferences, the degree to which they perceive occupations as limited to one sex exclusively, and their perceptions of their parents' power distribution. Information was also collected on parents' jobs. Data were analyzed using sex typing of preferred career as the dependent variable. (Author/RH).

TITLE: "Parental Role Modeling as a Career Awareness Tool."

AUTHOR: Bearg, Esther M.

JOURNAL: *Elementary School Guidance and Counseling*; v14 n4 p266-68 Apr 1980.

ANNOTATION: Role modeling as a career-awareness tool is an opportunity to include parents in a career education program. It provides meaningful ways to infuse communication skills into the curriculum and to expand career awareness of students. A school activity for developing career awareness in an elementary classroom is described. (Author/CC)

TITLE: **"Parental Roles in Elementary Career Guidance."**

AUTHOR: Navin, Sally L.; Sears, Susan J.

JOURNAL: *Elementary School Guidance and Counseling*, v14 n4 p269-77 Apr 1980

ANNOTATION: The career-development process begins in early childhood and continues throughout life. Parents play a significant role in the career development of their children. It is expected that school officials would make the involvement of parents in school-based career education/career guidance programs a high priority. (Author)

TITLE: ***The Parent: An Agent to Foster Community Collaboration with the Schools.***

DATE: 80

AUTHOR: Liss, Polly

AVAILABILITY: For a microfiche copy of this document, order ED186622 from FEIS.

ANNOTATION: The parent can be the catalyst to "spark" the collaboration necessary for success of career education in the total community. Parents should become involved because education determines how one's children will live, which in turn determines the quality of life the parent enjoys in the community. To speak effectively, parents should speak collectively after becoming informed about local schools, grades K-12. A supportive group, a "Coalition for Career Education," can be organized through a reputable community organization as a vehicle for collaboration with schools. A parent followed these steps in securing backing for the Arlington County (Virginia) Coalition for Career Education: (1) determined educator attitudes toward a coalition; (2) developed a list of community members to invite to join a coalition; (3) arranged meetings at schools; (4) publicized the first meeting; (5) scheduled speakers advocating career education; (6) solicited volunteers for a steering committee; (7) established guidelines, elected officers, and developed future plans; (8) printed letterhead stationery; (9) provided for educators' membership; (10) surveyed schools; (11) invited speakers to tell of their roles in career education; (12) became familiar with local and state policies; (13) determined available funding; (14) determined national legislation; (15) spoke collectively to promote understanding of career education benefits; (16) applied for tax-exempt status; (17) publicized; and (18) encouraged school-community cooperation. (YLB)

FORMAT: Project Description, Position Paper, 29p

TITLE: **"Parents and Career Education."**

AUTHOR: McDaniels, Carl; Hummel, Dean

JOURNAL: *Journal of Career Education*, v10 n4 p225-33 Jun 1984

ANNOTATION: Discusses the importance of involving parents in the career education decision-making process for their children. Suggests specific ways in which parents can help. (JOW)

TITLE: ***Parents and Career Education: Descriptions of Current Practices. Monographs on Career Education.***

DATE: 79

AUTHOR: Hoyt, Kenneth B.

AVAILABILITY: For a microfiche copy of this document, order ED181304 from FEIS.

ANNOTATION: Conceptualized as an equal partner with the formal education system and the business/labor/industry/professional/government community in effective delivery of career education, the home/family structure has not received proper emphasis. Career education coordinators participating in a miniconference recognized parents' rights and responsibilities in their child's career decision making but differed as to parent interest. They recommended informing parents about general as well as specific topics in education, involving them in the delivery of education, clarifying the career development process, and developing parent interest and involvement. Some specific efforts in local communities to increase parental involvement have already been put into practice. Implications drawn from participant recommendations and discussions of current practice are (1) career education implementation efforts must reach all parents, (2) not all parents must participate for them to be an important component, (3) youth whose parents do not participate must be served, (4) parents should gain basic understandings of career development and basic skills in acquiring and using career information, (5) the collaboration of parents with counselors and teachers must be closer, (6) parents should help children see the presence and value of work within the home/family structure, and (7) parents should emphasize productive use of leisure time. (YLB)

FORMAT: Project Description, 25p

TITLE: ***Parents and Peers: Their Importance in the Career Decision Making Process.***

DATE: 83

AUTHOR: Daniels, M. Harry, And Others

DEVELOPER: Illinois State Board of Education, Springfield. Dept. of Adult, Vocational, and Technical Education.

AVAILABILITY: For a microfiche copy of this document, order ED252704 from FEIS.

ANNOTATION: This paper examines the role played by parents in their children's career decision-making process. Parents are identified as preeminent influences of adolescents' career decision making, a fact that has been largely unrecognized by career guidance personnel and school administrators, as evidenced by the lack of programs designed to enable parents to promote their children's career decision making. The report identifies four programs that may be used by school personnel to modify this situation: (1) career nights, (2) using parents as consultants in their child's career decision making, (3) parental use of a self-directed career center, originally designed for students, and (4) a handbook for career planners that could be given to parents. The report also makes recommendations for ways that career guidance personnel and administrators can involve parents in their children's career exploration. (Author/KC)

FORMAT: Research Report, 26p

TITLE: ***Parents as Career Development Facilitators: An Untapped Resource for the Counselor.***

AUTHOR: Birk, Janice M.; Blimline, Carol A.

JOURNAL: *School Counselor*, v31 n4 p310-17 Mar 1984

ANNOTATION: This study polled parents (N = 382) and their children (N = 323) about the role parents play in children's career development. Results indicated that in their role as primary career development facilitators, parents are frequently reinforcing stereotypic career choices. (LLL)

- TITLE:** *The Parent's Role in Career Development: Implications for Vocational Education Research and Development. Occasional Paper No. 60.*
- DATE:** 80.
- AUTHOR:** Schergens, Becky L.
- AVAILABILITY:** For a microfiche copy of this document, order ED186707 from FEIS.
- ANNOTATION:** The PTA continues to be engaged in projects and programs which relate to parents' and children's perception and understanding of the world of work, education, and career development. Current activities include a project focusing on television's effects on children and youth, the national PTA's Urban Education project which determines issues in public education, and activities in the area of testing. The PTA supports career education and the parent's role, which involves two different functions: (1) guider of or resource for his or her own child and (2) advocate for increased opportunities in the area of career education for all children, with emphasis on the impact that parents can have at the community, state, and local levels. From parents, children learn attitudes and motivations about work, careers, and goals. To positively influence their children, parents need to learn about employability skills, educational opportunities, needs assessment, and career education concepts. More research and development is needed to disseminate such information, materials, and to help in skill development and the training of parents. Through the PTA parents can assume their roles as advocates for career and vocational education at all levels. (Questions and answers are appended.) (YLB)
- FORMAT:** Serial, Position Paper, Conference Paper, 21p.
- TITLE:** *"Parents' Role in the Education and Career Decision-Making Process."*
- AUTHOR:** Laramore, Darryl
- JOURNAL:** *Journal of Career Education*, v10 n4 p214-15 Jun 1984.
- ANNOTATION:** Points out the importance of parent involvement in the career decision making of their children and suggests ways for involving parents in this process (JOW).
- TITLE:** *"Parents: Use Them or Lose Them."*
- AUTHOR:** Kahn, Ann P.
- JOURNAL:** *VocEd*, v54 n7 p28-30 Oct 1979
- ANNOTATION:** Summarizes the importance of using parents in career guidance and provides examples of parent activities that have been found to be effective. (LRA)
- TITLE:** *Project BORN FREE: Video Viewers' Guide No. 6. "Parents as Influencers."*
- DATE:** 80.
- AUTHOR:** Dege, Dolores, And Others.
- AVAILABILITY:** For a microfiche copy of this document, order ED204655 from FEIS.
- ANNOTATION:** This guide, part of the Project BORN FREE training series for teachers, counselors, administrators, and parents, accompanies the videotape about the emerging role of parents. The videotape format presents individuals from different occupations, age levels, and backgrounds talking about their lives, lifestyle, and expectations, and the effects of socialization on them and their careers. Career development, sex-role socialization, the change process, and reasons for change are discussed. A videotape list, tape formats, tape sequence, field test, guidelines, and related training materials are described. Questions for discussion and an evaluation form are also included. (Author/KMF).
- FORMAT:** Instructional Paper, 56p.
- TITLE:** *"The Role of the Parents in Career Education."*
- AUTHOR:** Meekison, Patti.
- JOURNAL:** *Education Canada*, v22 n3 p30-35 Fall 1982.
- ANNOTATION:** Most theories divide the child's career development into the following broad stages. Awareness and Orientation (preschool to grade 6), Exploration (grades 7 to 9), and Preparation (grades 10 to 12). Throughout these stages, parents can help by giving encouragement and support to their child's ability to choose a career. (Author/NQA)
- TITLE:** *Selected Aspects of Parental Influence on High School Seniors' Career Development.*
- DATE:** 80.
- AUTHOR:** Bearg, Esther M.
- AVAILABILITY:** For a microfiche copy of this document, order ED185254 from FEIS.
- ANNOTATION:** The purpose of this study was to design and implement a school-based career development workshop for parents. Analysis of the impact of that treatment on the career maturity of their children who were seniors in high school was the central concern. In order to improve parents' abilities to communicate effectively with their children concerning career planning, it was hypothesized that seniors whose parents participated in a career development workshop were likely to display more growth in career maturity than those whose parents did not participate. The subsidiary thesis was that parents would manifest interest in and benefit from a career development workshop. The results of the study did not support the first hypothesis. The parents did, however, demonstrate an interest in and a desire for more career development information. (LRA)
- FORMAT:** Research Report, Conference Paper, 22p.
- TITLE:** *Select. . from All Your Options. Parent Guide to Vocational Education.*
- DATE:** 79.
- AUTHOR:** Cathie, Shirley B.
- DEVELOPER:** New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
- AVAILABILITY:** For a microfiche copy of this document, order ED183924 from FEIS.
- ANNOTATION:** Project SELECT (Strategies for Equalizing and Linking Education and Career Training) is a means of promoting sex equity in vocational education and career preparation. SELECT consists of three handbooks for middle or junior high school students, teachers, and parents and a resource booklet entitled "Women at Work." These materials are designed to help show that significant change is occurring in vocational education due to the increased number of women now working outside the home and other changes taking place in American society. This document is the handbook for parents, which includes the following information: background information on project SELECT; changing career choices and options for both males and females; barriers in vocational education which relate to sex-role stereotypes; the role of parents and the home in influencing the attitudes of youth toward work, school, and the larger society; myths in sex-role stereotyping; sex equity laws; and occupational information and employment statistics. Also included are some ideas and re-

sources that parents can use in helping their children make unbiased career plans. (BM).

FORMAT: Guide, 54p.

SERIES: **The Vocationally Oriented Bilingual Curriculum**

TITLE: ***A Parent Involvement Model for Use with Limited English Proficient High School Students: English-Khmer.***

A Parent Involvement Model for Use with Limited English Proficient High School Students: English-Lao.

A Parent Involvement Model for Use with Limited English Proficient High School Students: English-Spanish.

A Parent Involvement Model for Use with Limited English Proficient High School Students: English-Vietnamese.

A Parent Involvement Model for Use with Limited English Proficient High School Students: Teacher's Guide.

DATE: 86.

DEVELOPER: Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

AVAILABILITY: For a microfiche copy of this document, order ED274223 from FEIS.

ANNOTATION: This teaching guide and accompanying materials are intended to help parents to support the efforts of their limited-English-speaking high school children. The teaching guide provides an explanation of the vocationally oriented bilingual secondary program, outlines its objectives, and suggests techniques for introducing and using the materials with parents. Steps to use in replicating the model are also given. Relevant project materials (i.e., a parent introduction letter, a certificate of participation) are appended to the teaching guide. The materials to be used by the parents themselves include home lessons to be done simultaneously in English and the native language. These lessons are designed to be done with the student. They concern back-to-school night, understanding American schools, the importance of a high school diploma, attendance rules, making a family tree, career orientation, charting the weather, participating in extracurricular activities, looking at job applications, preparing for a job interview, volunteer jobs, time management, homework, preparing for college, working with a guidance counselor, career planning, knowing the school police officer, looking for a job in the classified ads, remembering American and native holidays, and writing a resume. The materials are intended to help develop a supportive, collaborative relationship between parents and students and to supplement and reinforce the content of the school's English-as-a-second-language curriculum.

FORMAT: Teaching Guide; Student Materials.

FEIS Bibliographies

ADMINISTRATION

Business/Industry/Education Linkages (1988). AD425BK88
Training Delivery Systems for Adult Learners (1988). AD427BK88
Workforce 2000 (1988). AD426BK88

AGRIBUSINESS AND NATURAL RESOURCES EDUCATION

Crop Production (1986). AG382BK86
Fundamentals of Agribusiness and Natural Resources Occupations (1984). AG362BK84
Livestock Production (1985). AG381BK85
Microcomputer Programs for Agribusiness and Natural Resources Education (1988). AG403BK88
Ornamental Horticulture (1986). AG397BK86

BUSINESS EDUCATION

Basic Business Management (1986). BE123BK86
Microcomputer Programs for Business Education Occupations (1988). BE130BK88
Word Processing Specialization for Business Education Programs (1985). BE116BK85

CAREER EDUCATION

Assessment Instruments for Career Development (1990). CE228BK90
Career-Development Infusion (1990). CE230BK90
Equity/Nontraditional Career Recruitment and Counseling (1987). CE217BK87
Establishing and Operating a Career Resource Center (1990). CE226BK90
Evaluation of Career-Development Student Competencies and Career-Development Programs (1990). CE229BK90
Family Involvement in Career Development (1990). CE227BK90
School/Work Transition (1988). CE220BK88

EDUCATION FOR THE DISADVANTAGED

Dropout and Retention in Vocational Education Programs (1989). DD026BK89
IMTS Computer Software (1988). DD024FL88

DIVERSIFIED OCCUPATIONS EDUCATION

Diversified Cooperative Training (1987). DO128BK87
Microcomputer Programs for Diversified Education (1988). DO132BK88

GENERIC

Bilingual Vocational Education (1988). GE115BK88
Competency-Based Instructional Materials (1988). GE117FL88
Computer Literacy for Vocational Exploration Programs (1986). GE009FL86
Implementing Competency-Based Vocational Education: A Resource Guide (1985). GE010BK83
Integrating Basic Skills into Vocational Education (1988). GE116BK88
Vocational Instructional Materials for Special Needs Groups (1981). HA013BK81

HEALTH OCCUPATIONS EDUCATION

Emergency Medical Services (1987). HO178BK87
Medical Assisting (1986). HO179BK86
Microcomputer Programs for Health Occupations Education (1988). HO180BK88

HOME ECONOMICS EDUCATION

Child Care (1988). HE310BK88
Home and Family Management (1985). HE247BK85
Microcomputer Programs for Home Economics Education (1988). HE312BK88

INDUSTRIAL EDUCATION

Apprenticeship (1988). IE560BK88
Biomedical Equipment Technology II (1985). IE276BK85
Commercial Foods and Culinary Arts (1984). IE256BK84
Communications Electronics (1985). IE268BK85
Computer Electronics/Service Technology (1985). IE279BK85
Electromechanical, Robotics, and Hard Automation Technology (1985). IE272BK85
Electronics Technology (1985). IE266BK85
High Technology (1986). IE505FL86
Microcomputer Programs for Industrial Education (1987). IE506BK87
Technology Education (1990). IA112BK90
Welding (1986). IE380BK86

MARKETING EDUCATION

Business Management and Ownership (1986). ME134BK86
Entrepreneurship (1988). ME141BK88
Fundamentals of Marketing Bibliography (1987). DE132BK87
Marketing and Distribution (1984). DE114BK84
Microcomputer Programs for Marketing and Distributive Education (1988). ME140BK88

TEACHER EDUCATION

Managing CBVE (1987). TE080BK87
Vocational Staff Development (1987). TE079BK87

To request a bibliography for any of these program areas, contact

Florida Educational Information Service
Center for Instructional Development and Services
College of Education, Florida State University
2003 Apalachee Parkway
Tallahassee, FL 32301-4829

Telephone (904) 487-2054 or use the toll-free number 800-428-1194.

Copies are sent free of charge.



State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

Division of Vocational, Adult, and Community Education